

10 FAM 480

ENGLISH LANGUAGE PROGRAMS

(TL:PEC-01; 10-01-1999)

10 FAM 481 GENERAL

10 FAM 481.1 Policy

(TL:PEC-01; 10-01-1999)

a. The conduct of an English language support activity increases the opportunity for Department audiences to maintain contact with U.S. people, materials, and concepts, and provides a climate for the development of attitudes sympathetic to U.S. thought and ideas. By assisting teacher training programs abroad, the Department can help foster an English-competent world in which U.S. universities, businesses and other organizations can flourish and advance U.S. interests.

b. Department involvement in English language activities can include giving support to language teaching and to teacher training in national school systems, sponsoring English language courses for individuals or groups of special interest, conducting Direct English Teaching Programs (DETPs), and assisting binational centers (BNCs). For the maximum multiplier effect, the prime underlying thrust should be in support of the programs in the national educational system, i.e., using all appropriate resources at the Department's disposal—English Language Officers, grants, exchanges, materials—to promote quality English language teaching in host country schools, and the use of text materials which lead to a better knowledge and understanding of the United States. Efforts and resources should specifically focus on working with Ministries of Education and national university systems to develop quality programs, principally through helping to train teachers of English and future teacher trainers.

c. Reinforce exposure of embassy audiences to U.S. concepts through the process of training teachers, teaching the English language, and introducing relevant U.S. materials or materials containing balanced information about the United States into courses at institutions of higher education and at schools in the national educational system.

d. Enable Ministries of Education and national institutions, particularly those involved in teacher training and retraining, to increase and improve their own English language teaching and teacher training capability.

e. Promote understanding of U.S. ideas, values, and institutions by increasing proficiency in the language in which these are available. This applies particularly to programs supporting English teaching in national educational systems.

f. Broaden the capacity of the post to identify potential audience members by admitting into the English teaching program persons moving into positions of influence in the society, sometimes known as the "successor generation." This purpose applies particularly to DETPs.

g. Strengthen relationships with students of English through the close and continuous contact and interaction afforded by English language teaching programs.

h. Provide a channel through which embassy Public Diplomacy program materials can be effectively introduced into English language activities.

i. Demonstrate to audiences, in the process of accomplishing other purposes, professional excellence in the fields of linguistics and language teaching in the United States, as well as such concepts and practices of U.S. education as informality of the teacher-student relationship, freedom of discussion, and respect for the individuality of the student.

10 FAM 481.2 Scope

(TL:PEC-01; 10-01-1999)

a. Post English language activities fall into two general categories, namely, teacher education and actual language teaching, the former in concert with host country education officials, the latter through a Direct English Teaching Program, a binational center, or an embassy affiliated language program. Both activities have the same ultimate goals: A better and wider use of the English language, and a better understanding of the United States, its culture, and its goals. If the participants are well chosen, both activities have a large multiplier effect. Both activities require regular review for quality, content, and audience makeup.

b. Just as for any effective program or activity, involvement in English language activities is a long-term undertaking and involvement should be geared accordingly. The Public Affairs Officer (PAO) should have a clear notion of how the post can make effective immediate and long term contributions. The long-term nature of English language activities, both teacher education and actual language teaching, means that university teachers and students, secondary and elementary school teachers, young professionals, civil servants, secondary school students, and—with the marked increase in the teaching of foreign languages in the lower grades—elementary school pupils, all form part of the English language activity audience.

10 FAM 481.3 English Language Programs Office (ECA/A/L)

(TL:PEC-01; 10-01-1999)

a. The English Language Programs Office is the professional arm of the Department's English support activities. The Office is comprised of two branches: Programs (ECA/A/L/P) and Materials (ECA/A/L/M). These two branches together provide academic, advisory, and consultative support as well as materials resources for posts worldwide.

b. The Office and the two Branches are administered and staffed by English language specialists, primarily Foreign Service Overseas Specialist Officers, who are called upon to travel on TDY lecture and workshop tours, monitor the Department's worldwide DETPs, develop teaching materials and other publications concerned with English as a foreign language (EFL), receive and brief visitors, and otherwise represent the Department's English language efforts.

10 FAM 481.3-1 The Programs Branch (ECA/A/L/P)

(TL:PEC-01; 10-01-1999)

a. The Program Branch (ECA/A/L/P) responds to Post needs for program consultation, assistance with seminars, and program assessment. In addition to being the home element for English Language Officers, ECA/A/L/P manages three exchange programs and provides distance education programs to field posts. ECA/A/L/P also maintains records and compiles statistics for DETPs and activities worldwide.

b. English Language Officers (ELOs) advise posts on questions pertaining to English teaching, conduct needs assessments, offer guidance on all aspects of an academic program, and organize and participate in teacher training seminars and workshops. ELOs consult with host-country ministry, university, and teacher-training officials, as well as lecture and present workshops on EFL methodology and practices. ELOs also work closely with embassy-related English Language Programs (Binational Centers, Direct English Teaching Programs, and Embassy-Affiliated English Teaching Programs). In addition to a Washington, D.C.-based core, ELOs are assigned to posts abroad in the different geographic regions. Close contact with English teaching professionals in the United States and abroad ensures that the ELOs reflect the best of U.S. scholarship in their field programs.

c. The English Teaching Fellow (ETF) Program provides grants to recent U.S. citizen recipients of M.A. degrees in teaching English as a second/foreign language (TESL/TEFL) for a one-year assignment to binational centers, DETPs, universities, or other selected institutions in all areas of the world. Fellows receive a stipend, cost of living allowance, round trip travel, a

book allowance, and supplementary medical insurance coverage. As with all exchange programs, grantees are not employees of the Department or the U.S. Government.

d. The English as a Foreign Language (EFL) Fellow Program places experienced EFL teacher trainers and English for Specific Purposes (ESP) instructors in selected countries throughout the world. The Fellows work with local ministries of education and teacher training institutions to prepare and present training sessions on methodology, curriculum development, textbook analysis, testing and related activities. The objective of the program is to promote the teaching of English as a vehicle to develop democracy throughout the region. Applicants must be U.S. citizens with M.A./Ph.D. degrees in TEFL/TESL or related fields and considerable experience in teacher training or ESP, some of which was abroad. Fellows receive a stipend, cost of living allowance in U.S. dollars, round trip travel, a book allowance, and supplementary medical insurance coverage. As with all exchange programs, grantees are not employees of the Department or the U.S. Government.

e. The English Language Specialist Program recruits U.S. academics in the field of TEFL/TESL and Applied Linguistics for short-term assignments (two to six weeks) in a particular program of the host country identified by the post. EL Specialists may work on curriculum projects, teacher training seminars, textbook development, English for Special Purposes, program evaluation, or other well-defined short projects. In requesting program support, a post will normally suggest a candidate; if they do not, then the English Language Programs Office contacts and recruits an EL Specialist from among well-known academics in the field. EL Specialists receive an honorarium and round-trip travel from the Department. Per diem, in-country travel, and other expenses are covered by the post abroad. As with all exchange programs, grantees are not employees of the Department or the U.S. Government.

f. Direct English Teaching Programs (DETP) are established to assist a PAO in achieving Program Plan goals and objectives. As a post program, the DETP is the responsibility of the PAO, although ECA/A/L and the R/ELO, as well as various other Department elements, assist and advise the PAO on administrative and academic aspects of the DETP. DETPs should be financially self-sufficient under the recycling program. The DETP is managed on the local level by a Director of Courses. Details on all aspects of running a well-managed DETP that meets public diplomacy objectives can be found in the English Teaching Program Administration Manual, produced by ECA/A/L. All DETPs must follow the procedures and regulations presented in the DETP Administration Manual.

g. Distance Education Programs are designed to provide posts with timely, cost-effective means to train teachers and students of English abroad. They are also intended to assist teachers and teacher trainers in incorporating technology into their courses. Finally, they are a means of

linking U.S. academics with their foreign counterparts, while allowing both parties to remain in their own countries. The two categories of distance education programs offered by ECA/A/L/P are internet courses and electronic dialogs.

10 FAM 481.3-2 The Materials Branch (ECA/A/L/M)

(TL:PEC-01; 10-01-1999)

a. The Materials Branch (ECA/A/L/M) develops print, electronic, audio, and video materials in support of the Office's goals and activities abroad and in support of U.S. English language instruction and study of the U.S. courses. While the focus is on language instruction, the content is rich with information on U.S. society, institutions, and culture. Many of the topics, such as diversity, family values, and the environment, can be linked directly to Program Plan issues. ECA/A/L/M materials are excellent programming tools and presentation items. Currently, except for the English Teaching Forum, these materials may be distributed and used only outside the U.S. and its territories. Under legislative recycling authority, posts may sell these materials abroad and use the proceeds to support their English language programming activities.

b. *The English Teaching Forum* is a quarterly publication for professionals and graduate students in the field of Teaching English as a Foreign or Second Language and related fields. It is the premier journal of its kind in the world with an estimated readership of over 250,000. The journal features articles on methodology and techniques as well as practical articles with applications that teachers may use directly in their classes. Various topics in each issue may be directly related to Program Plan issues.

c. The English Teaching Materials developed through the Materials Branch feature U.S. English and provide content on U.S. culture and institutions. Specialists have developed more than 70 titles of educational materials for distribution by posts abroad. The collection is comprised of several different types of resources: classroom texts, teacher training resources, and audiovisual materials. The titles contain content that can be used to support program plan discussion points such as diversity, family values, democracy building, civic education, and economics. The materials can be used as either presentation items or programming tools.

d. Online Resource Materials have been developed for posts and clients to pull down from the Internet and use. Some of the resources are electronic versions of currently offered ECA/A/L/M print materials or retired print materials, and some are materials created especially for the ECA/A/L/M web site. Examples of ECA/A/L/M's online materials include the electronic version of the *Publications Catalog*, *The English Teaching Forum*, and an online journal titled *Language and Civil Society*. Each of these offerings can be found on the ECA/A/L web pages.

10 FAM 482 AUDIENCES

10 FAM 482.1 English Language Professionals

(TL:PEC-01; 10-01-1999)

Ministry of Education officials, teacher trainers, future teacher trainers, and selected tertiary, secondary, and primary school teachers of English constitute the priority English language activities audience. Future teachers of English (English language majors in universities or in schools of pedagogy) are also members of the primary audience.

10 FAM 482.2 English Language Learners

(TL:PEC-01; 10-01-1999)

a. Support of direct teaching responds to the Department's rationale that English is the world's international language recognized as an essential tool for communication and for an understanding of the United States.

b. Direct English Teaching Programs are not general public language academies. Rather, they are audience specific in terms of Department and Post goals and priorities. This group basically (but not exclusively) consists of government officials and employees, teacher trainers and trainees, young professionals, and university faculty and students. A DETP is also often the venue for language instruction for USAID and other U.S. Government grantees preparing to go to the United States for training.

c. Binational Centers constitute the second venue for embassy-encouraged direct teaching programs. Unlike the audience-specific DETP, the BNC is oriented toward the general public, with a consequent high percentage of general-audience members in the English classes, including an increasing number of primary school students. The PAO cannot determine the audience of an indigenous institution, but as a member of the BNC Board of Directors, the PAO can help that Board establish policies that reflect U.S. thought, but, at the same time, serve the interests of the community, a community which assumes that the BNC is an official arm of the U.S. Government.

10 FAM 483 ENGLISH LANGUAGE OFFICERS

(TL:PEC-01; 10-01-1999)

a. English Language Officers abroad are the official representatives of the U.S. Government on English language activities outside of the United States. This specialist corps comprises two categories: ELO (country specific) and RELO (regional). The ELO, with the guidance of the PAO, executes and supervises English language activities only within the country of

assignment. The RELO is responsible for several countries within a geographic area including his or her country of residence.

b. R/ELOs respond to the needs of the posts; thus their responsibilities vary accordingly. ELOs are often charged with administering a project unique to their country of assignment, whereas RELOs are more concerned with diverse programs in five-to-ten countries. RELO and ELO duties alike include advising posts, assessing programs, and consulting with ministry, university, and teacher-training officials on English language matters. In the course of their work, R/ELOs lecture and present workshops, demonstrating EFL methodologies and materials. They also advise institutions, such as binational centers and DETPs, on the conduct of their English language activity.

c. RELOs normally visit their countries on a regular schedule with the advice and consent of each embassy. They also are available by PAO request for a specific task or program. RELOs have their own travel budget so come at minimal support cost to their constituent posts.

d. Washington, D.C.-based ELOs travel on temporary duty, providing the same type of service as those assigned abroad. Posts not covered by a field R/ELO may request a Washington, D.C.-based ELO visit, and should include a program description and justification in the requesting telegram. Washington, D.C.-based ELO travel is funded by the ECA Bureau through ECA/A/L/P.

10 FAM 484 THE ENGLISH TEACHING FELLOW PROGRAM

10 FAM 484.1 General

(TL:PEC-01; 10-01-1999)

a. The English Teaching Fellow (ETF) Program is designed to increase the U.S. presence, enhance the U.S. cultural component, and help improve academic standards at local English teaching institutions. These include binational centers (the original venue for ETFs), DETPs, universities, and pedagogical institutes. This program provides the host institution with U.S. professional expertise, while giving opportunities to recent recipients of M.A. degrees in the teaching of English as a foreign/second language (TEFL/TESL) to acquire teaching experience abroad. The ETF contract with the local institution is for one year. A renewal (maximum of one year) must have strong USIS support and justification. The Programs Branch (ECA/A/L/P) of the English Language Programs Office is the action office for the English Teaching Fellow Program.

b. Fellows qualify at different professional levels, but primarily serve as native-speaker model teachers. Depending on their background, ETFs can assist with other activities determined by the institution's academic di-

rector. These can include materials development, testing and evaluation, and teacher training. As Fellows are generally initiates to their new culture, and to their first teaching experience abroad, their assignment should not include supervisory or administrative duties.

10 FAM 484.2 Administration

(TL:PEC-01; 10-01-1999)

a. ECA/A/L/P is responsible for recruitment, for the issuing of the annual call inviting posts to participate, selection (with the respective geographic bureau) of the participating posts, liaison with the posts, correspondence with Fellow candidates, and Fellow orientation. ECA/A/L/P provides each Fellow with a fixed sum grant, round-trip transportation between home and the city of assignment (via Washington, D.C.), and medical insurance. ECA/A/L/P will not assume responsibility for direct supervision of the Fellow, or for termination of the contract, the latter being a direct agreement between the Fellow and the host institution.

b. The post is responsible for selecting and negotiating with the host institution (be it a BNC or a host country school or university) including discussion of and agreement on local benefits such as salary, possible housing, local taxes, social security withholdings, and employee benefits mandated by the host country government; keeping ECA/A/L/P informed of these negotiations, and of any activities between the host institution and the prospective Fellow; sending to ECA/A/L/P by mail or telegram copies of any correspondence, including the final contract and the letter of invitation, between the prospective Fellow and the institution; providing a briefing upon the Fellow's arrival; conducting a departure debriefing; monitoring the Fellow's program throughout the contract period; and sending to ECA/A/L/P and the geographic bureau a mid-period and final performance evaluation (with remarks from the host institution as appropriate). The arrival briefing should include appointments with various embassy officials (including the Security Officer), a description of any benefits the embassy can provide, and a post Welcome Kit.

c. The host institution, following notification from ECA/A/L/P that a candidate has accepted placement, is responsible for sending a letter of invitation and a contract to the Fellow, and for negotiating a starting date (September, unless extenuating circumstances demand a different timing.) The contract should include a complete job description with detailed responsibilities, salary and/or benefits. The accompanying letter of invitation should include a description of the site and the host institution, general climate information, and specific material needs.

d. The post and host institution must make timely arrangements if a visa and/or a work permit are required. The post should inform ECA/A/L/P by phone or telegram when the visa authorization has been granted, including the visa issue venue (embassy or consulate). If the Fellow's depar-

ture is delayed due to reasons or circumstances generated by the post and/or host institution, expenses incurred to revalidate the Fellow's airline ticket must be borne by post/host institution. Conversely, the Fellow is responsible for expenses incurred due to actions that he or she precipitates.

10 FAM 484.3 ECA/A/L/P Administrative Timetable

(TL:PEC-01; 10-01-1999)

Month	Administrative Action
November	Issues annual call to posts worldwide.
December	Receives responses from posts.
January/February	Reviews post responses, decides post eligibility in consultation with geographic bureaus, notifies posts of selection/non-selection.
March/April	Conducts recruitment at annual TESOL convention (Teachers of English to Speakers of Other Languages).
May	Selects candidates, matches dossiers with post requests, sends up to ten dossiers to each selected post.
June	Tabulates post selections, advises prospective Fellows, sends confirmation telegram to post.
June/July	Sends grant letter to each Fellow; coordinates travel arrangements (including visas) with posts; host institution sends letter of invitation and contract to Fellow.
September	Conducts a three-day orientation for the Fellows in Washington, DC, immediately before their departure to assignment.

10 FAM 485 ENGLISH AS A FOREIGN LANGUAGE (EFL) FELLOW PROGRAM

10 FAM 485.1 General

(TL:PEC-01; 10-01-1999)

a. The English as a Foreign Language (EFL) Fellow Program promotes the teaching of English as a vehicle to develop democracy throughout the world. Full-time teacher trainers of English as a Foreign Language (EFL) and English for Special Purposes (ESP) conduct in-service teacher training on methodology, materials and curriculum development, textbook analysis, testing, and related activities. ESP Specialists teach English at advanced levels to host country professionals in such fields as business, economics, law, finance, and medicine.

b. EFL Fellow assignments are for eleven or twelve months at local ministries of education, universities, teacher training centers, or other selected sites. While assignments are on a one-year basis, PAOs should be aware that Fellows are often most effective during a second year. Therefore, ECA/A/L will facilitate extensions for the second year with sufficient justification from post.

c. The Programs Branch (ECA/A/L/P) of the English Language Programs Office is the action office for the EFL Fellow Program.

10 FAM 485.2 EFL Fellow Categories

a. There are two basic categories of EFL Fellows, determined by funding source:

(1) Funds for specific regions or programs may be provided through bureau-external sources, such as SEED, FSA, or the Caribbean Basin Initiative. The nature of the funding source determines the specific focus of the EFL Fellow assignments, the locations, and the number of overall assignments. ECA/A/L/P, in coordination with the relevant geographic bureau, will work with the funding source organization to determine the different variables of the specific program.

(2) Funds may be provided by post or other entity in coordination with post. In this case, ECA/A/L/P will work with post on all aspects of selecting, placing, and supporting an EFL Fellow.

10 FAM 485.3 Administration

(TL:PEC-01; 10-01-1999)

a. Administration for Externally-funded Fellows is:

(1) ECA/A/L/P is responsible for recruitment, for the issuing of the annual call inviting identified posts to participate, selection (with the respective geographic bureaus) of the participating posts, liaison with the posts, correspondence with Fellow candidates, and Fellow orientation. The Bureau provides each Fellow with a fixed sum grant, round-trip transportation between home city and the city of assignment (via Washington, D.C.), and medical insurance. The Office will not assume responsibility for direct supervision of the Fellow, this being a direct agreement between the Fellow and the host institution.

(2) The post is responsible for selecting and negotiating with the host institution (be it a university, a Ministry of Education, or other host country educational institution) including discussion of and agreement on local benefits such as local salary, living allowance, local taxes, and/or employee benefits mandated by the host country government; keeping ECA/A/L/P informed of these negotiations, and of any activities between the host institution and the prospective Fellow; sending to ECA/A/L/P by mail or telegram copies of any correspondence, including the final contract and the letter of invitation, between the prospective Fellow and the institution; providing a briefing upon the Fellow's arrival; conducting a departure debriefing; monitoring the Fellow's program throughout the contract period; and sending to ECA/A/L/P and the geographic bureau a mid-period and final performance evaluation (with remarks from the host institution as appropriate). The arrival briefing should include appointments with various Embassy officials (including the Security Officer), a description of any benefits the Embassy can provide, and a post Welcome Kit.

(3) The host institution, following notification from ECA/A/L/P that a candidate has accepted placement, is responsible for sending a letter of invitation and a contract to the Fellow, and for negotiating a starting date. The contract should include a complete job description with detailed responsibilities, salary and/or benefits. The accompanying letter of invitation should include a description of the site and the host institution, general climate information, and specific material needs.

(4) The post and host institution must make timely arrangements if a visa and/or a work permit are required. The post should inform ECA/A/L/P by phone or telegram when the visa authorization has been granted, including the visa issue venue (Embassy or Consulate). If the Fellow's departure is delayed due to reasons or circumstances generated by the post and/or host institution, expenses incurred to revalidate the Fellow's airline ticket must be borne by post/host institution. Conversely, the Fellow is responsible for expenses incurred due to actions that he or she precipitates

b. Administration roles and timetables for post-funded Fellows is determined by post and ECA/A/L/P for each assignment.

10 FAM 486 THE ENGLISH LANGUAGE SPECIALIST PROGRAM

10 FAM 486.1 General

(TL:PEC-01; 10-01-1999)

a. The English Language Specialist Program recruits U.S. academics in the fields of TEFL/TESL, Applied Linguistics, and ESP (English for Special Purposes) for short term assignments (two to six weeks) in a particular program of the host country identified by the post. The assignments vary widely and cover the full range of areas in the field. EL Specialists may work on curriculum projects, teacher training seminars, textbook development, English for Special purposes, program evaluation, or other well-defined short projects. Conference presentations alone are not considered adequate justification for an EL Specialist. Unless the conference activity is tied in with other English language support activities as already mentioned, such a request cannot be filled.

b. The EL Specialist Program is a Department resource to assist posts in accomplishing country plan goals and objectives. Accordingly, priority is given to requests included in post program plans.

Note: There is a two to six week limit for the EL Specialist program. If a post cannot use a Specialist for a minimum of two full weeks, it may arrange with a neighboring post to share the Specialist. It is up to the requesting post to ensure that a minimum of two weeks is covered by the request; any "piggy-backing" of the Specialist should be so stated in the initial request.

10 FAM 486.2 Recruiting English Language Specialist

(TL:PEC-01; 10-01-1999)

a. Identification of EL specialists may follow two paths:

(1) Post may request a specific candidate. This often occurs when post is supporting a host country institution request and that institution identifies the Specialist best suited for the program. In this case, posts should provide full contact information on the individual(s) as well as indicate whether contact has already been made. ECA/A/L/P then takes over and follows up with the Specialist.

(2) Post may identify a proposed project or need that an unidentified Specialist would be involved in. In this case, ECA/A/L/P will identify an appropriate Specialist and submit name/information to post.

b. The major difficulty in recruiting specialists is timing. The guiding principle for posts should be as much lead time for the request as possible, with three months suggested as the minimum. Flexibility in the selection of the Specialist is also key because of possible schedule conflicts with any given Specialist.

10 FAM 496.3 Funding

(TL:PEC-01; 10-01-1999)

a. ECA/A/L/P provides round-trip airfare, a modest honorarium, a materials allowance, a miscellaneous allowance, basic Bureau medical insurance, and an overnight stop per diem if required as part of travel to/from post.

b. Cost-sharing possibilities are strongly encouraged by ECA/A/L/P for the in-country costs of the EL Specialist. Post and/or the host institution must provide in-country per diem (lodging and m&ie) as well as in-country travel costs. Posts are also expected to arrange meet/assist at airport as well as provide contact information for the host institution.

10 FAM 496.4 Reporting

(TL:PEC-01; 10-01-1999)

All EL Specialist trips must be followed by a reporting telegram from posts. Telegrams, in GPRA format, should include cost-sharing Information as well as dates and number of participants involved in the ELSpec programs.

10 FAM 487 DIRECT ENGLISH TEACHING PROGRAMS (DETP)

10 FAM 487.1 Goal

(TL:PEC-01; 10-01-1999)

a. The study of U.S. English facilitates a channel of communication vital to America's relationships with other countries and cultures. In keeping with this concept, the basic goal of a DETP is to provide target audiences with quality English language instruction within a professional program that reflects U.S. cultural thoughts and concepts, as well as democratic and educational values.

b. Four elements are necessary to achieve this goal:

(1) A professionally qualified and experienced Director of Courses (DOC);

(2) A trained teaching staff with advanced proficiency in English (if not native speakers), and with knowledge of methodologies, techniques, and technologies in teaching English as a foreign language;

(3) Well-organized curricula that include course achievement goals and assessment criteria;

(4) Core texts which are high-quality, U.S.-published materials and which include a strong U.S. cultural component in order to acquaint the students with the United States.

b. Programs can take place on post premises, in rented quarters, or in local educational institutions lent to for this specific purpose. Posts should not embark on a Direct English Teaching Program in cities with a viable bi-national center.

10 FAM 487.2 Audience

(TL:PEC-01; 10-01-1999)

A well-defined audience for DETPs is basically the same as the audience for all post Public Diplomacy activities. DETP audience members are, in order of priority:

(1) Local government officials from post-designated key Ministries such as Foreign Affairs, Information, Education, Justice, Finance, Planning, and Youth, and entities such as press agencies, local cultural and historical organizations, and national and university libraries.

(2) University professors and secondary school teachers.

(3) Grantees selected by the post for various scholarships and grants, such as the Fulbright and Humphrey scholarships and International Visitor grants.

(4) Other U.S. Government Grantees for programs sponsored by U.S. Government departments, agencies, and commissions, such as the Department of State, USAID, Agriculture, Defense, Justice, and the Smithsonian. Also, host government grantees selected for study in the United States.

(5) Prominent community leaders, business managers, and university students planning on post-graduate study in the United States under their own or other non-U.S. Government auspices.

Note: Secondary school students (senior high school) do not normally form part of a primary audience. However, as they are members of the "successor generation," an exception can be made by the specific area of office upon post presentation of a strong justification. The same is true for primary school pupils.

10 FAM 487.3 DETP Activities

DETPs undertake a variety of activities, including the following:

- (1) **English language classes**—the most common activity, English language classes are offered throughout the day in intensive and non-intensive formats, from beginning to advanced levels, including general English and ESP (English for Special Purposes) and content courses for specific audiences.
- (2) **Cultural programs**—an important activity in any DETP, can include lectures, discussions, literary groups, movies (commercial or documentary), concerts, and events related to U.S. holidays.
- (3) **Outreach programs**—a true reflection of public diplomacy. DETP outreach programs can include seminars for national teachers of English, assistance to the national English teachers' association (often the local affiliate of TESOL [Teachers of English to Speakers of Other Languages]), an EFL methodology course as a DETP special-audience class, and programs with the Ministry of Education on curriculum development and on training teacher trainers.
- (4) **Language proficiency testing**—for potential exchange program candidates or for other foreign national candidates under consideration for a study or intern program conducted in the English language, for individuals who need to take a standardized U.S. tests such as the TOEFL or GMAT for admission to a U.S. educational institution, or for individuals who need a general evaluation of their English language skills.

10 FAM 487.4 Roles and Responsibilities

(TL:PEC-01; 10-01-1999)

- a. Post-sponsored Direct English Teaching Programs constitute an integral part of the Public Diplomacy mission. Thus, the PAO bears the primary responsibility for ensuring the overall integrity of the program as a language teaching establishment; as a conveyer of U.S. culture, thoughts, and values; and as an official embassy activity.
- b. The Director of Courses, concomitantly, bears the responsibility for supervision and implementation of the professional, cultural, and administrative aspects of the program.
- c. The R/ELO and the post Executive Officer or Post Management Officer provide administrative and content support to the PAO in overall management of the DETP. The R/ELO and EO/PMO work together to ensure that the DETP is operating properly as per FAM regulations.

10 FAM 487.5 Financial Management

(TL:PEC-01; 10-01-1999)

a. Each DETP should be self-supporting through the recycling process although partial post funding may be necessary in certain locations at certain times. If unusual local circumstances indicate a shortfall in recycling revenue, the post should immediately notify its geographic bureau and ECA/A/L for further investigation.

b. DETPs must follow strict monetary control procedures from intake of funds to disbursements.

10 FAM 487.6 Reporting Requirements

(TL:PEC-01; 10-01-1999)

Each DETP is required to submit a variety of reports throughout the fiscal year, including the Annual Projected Budget, Quarterly Reports, Fee Collection Reports, Periodic Advance Requests, Periodic Expenditure Reports, and an Annual Inventory.

10 FAM 488 DISTANCE EDUCATION PROGRAMS

10 FAM 488.1 General

(TL:PEC-01; 10-01-1999)

a. The Office's distance education programs are designed to provide posts with timely, cost-effective means to train teachers and students of English abroad. They are also intended to assist teachers and teacher trainers in incorporating technology into their courses. Finally, they are a means of linking U.S. academics with their foreign counterparts, while allowing both parties to remain in their own countries.

b. The two categories of distance education programs offered are internet courses and electronic dialogs.

10 FAM 488.2 Internet Courses

(TL:PEC-01; 10-01-1999)

a. The internet courses, initiated by ECA/A/L/P, utilize e-mail, the worldwide web, a combination of the two, or other electronic media. The courses will usually be offered to posts worldwide but may also occasionally be region-specific. Lengths of the courses will vary. Participants will include, but not necessarily be limited to, nominees from posts.

b. For the majority of internet courses, ECA/A/L/P initiates the course and announces it to participating posts. ECA/A/L/P hires and contracts with the course instructor. ECA/A/L/P monitors the program and provides technical support, where necessary. The post is responsible for locating appropriate participants; for sharing course information with participants; and for debriefing program participants and reporting results to the Department. ECA/A/L/P makes the final selection of course participants, consulting with the geographic bureaus when appropriate. ECA/A/L/P welcomes suggestions from posts regarding course topics, possible course instructors, and the most useful course medium for post's target audience.

c. ECA/A/L/P will also entertain telegram requests from posts for special region or country-specific programs. These special requests will be evaluated by ECA/A/L/P on the basis of appropriateness of topic, topic's relevance to post's country plan goals, availability of funds, lead time given by posts, and ECA/A/L/P staff time.

d. When the course is initiated by Washington, D.C. headquarters, ECA/A/L/P covers costs associated with hiring an instructor and supplies participants with any necessary course materials (books, videotapes, etc.). When the course is initiated by post, ECA/A/L/P will consider post requests for funding and support, based on the criteria. Cost-sharing from posts is encouraged.

e. All course participants are required to submit an evaluation of the program after its completion. Posts should debrief participants and telegram reports to ECA/A/L/P.

10 FAM 488.3 Electronic Dialogs

(TL:PEC-01; 10-01-1999)

a. Electronic dialogs, which usually consist of a single session, may be in a variety of forms including, but not limited to, Digital Video Conferencing (DVCs) and teleconferencing. Electronic dialogs may be used as a substitute for an English Language Specialist, where appropriate. In certain instances, an electronic dialog may be used to complement an internet course.

b. Requests for DVCs are most appropriate where the dialog will include a demonstration or presentation with audiovisuals. Requests for DVCs that are merely "talking heads" will receive lower priority.

c. The major difficulty in setting up an electronic dialog is timing. The guiding principle for posts should be as much lead time for the request as possible, with six weeks suggested as the minimum.

d. Normally, electronic dialogs are post-initiated. Posts should send a telegraphed request to ECA/A/L/P proposing the electronic dialog and providing rationale for the program. Recruitment guidelines follow those of the

English Language Specialist Program. Subject fields for the specialists are also the same as those for the English Language Specialist program.

e. Requests for electronic dialogs will be evaluated by ECA/A/L/P on the basis of appropriateness of topic, topic's relevance to post's country plan goals, appropriateness of electronic dialog medium for proposed project, availability of funds, and lead time given by posts.

f. Normally, ECA/A/L/P will cover all U.S. costs related to the electronic dialog (cost of connection, and any travel or honorarium to be paid to the participating specialist). Posts should cover all in-country costs. Additional cost-sharing by posts is encouraged, where appropriate.

g. All electronic dialogs must be followed by a reporting telegram from posts. Telegrams should include cost-sharing Information as well as dates and number of participants Involved in the program. The participating U.S. specialist will also be asked to provide a follow-up report on the program.

10 FAM 489 UNASSIGNED